



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **MIDDLE COUNTRY CENTRAL
SCHOOL DISTRICT**

District ID **580211060000**

Superintendent **ROBERTA GEROLD**

Telephone **(631) 285-8005**

Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	518	537	524
Kindergarten	804	769	768
Grade 1	819	795	786
Grade 2	829	813	794
Grade 3	741	862	819
Grade 4	793	771	860
Grade 5	793	863	771
Grade 6	858	847	855
Ungraded Elementary	265	76	8
Grade 7	908	835	843
Grade 8	946	877	845
Grade 9	909	997	970
Grade 10	886	874	895
Grade 11	810	826	790
Grade 12	721	756	807
Ungraded Secondary	30	22	52
Total K-12	11112	10983	10863

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	23	22
Grade 8			
English	24	23	22
Mathematics	24	24	22
Science	25	23	22
Social Studies	24	23	22
Grade 10			
English	25	25	25
Mathematics	24	22	23
Science	26	21	20
Social Studies	25	24	26

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	805	7%	1054	10%	991	9%
Reduced-Price Lunch	529	5%	690	6%	581	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	310	3%	347	3%	364	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	14	0%	11	0%	53	0%
Black or African American	306	3%	313	3%	304	3%
Hispanic or Latino	869	8%	940	9%	976	9%
Asian or Native Hawaiian/Other Pacific Islander	384	3%	432	4%	435	4%
White	9539	86%	9287	85%	9095	84%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	542	N/A	507	5%	541	5%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2182	2077	2936
Percent Not Taught by Highly Qualified Teachers	5%	6%	6%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	18	19	17
Percent with No Valid Teaching Certificate	2%	3%	2%
Individuals Teaching Out of Certification			
Number of Teachers	32	34	37
Percentage of Total	4%	5%	5%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	56%	63%	65%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	720	723	723
Total Other Professional Staff	84	88	110
Total Paraprofessionals*	295	239	238
Assistant Principals	11	11	11
Principals	14	14	14

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

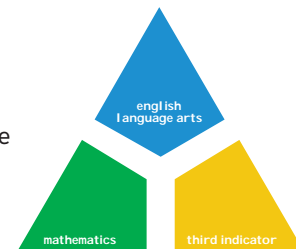
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06\ PI + (200 - the\ 2005-06\ PI) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓	✓		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (5125:4985)	✓	✓	99%	✓	166	120		
Ethnicity								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–		–
Black or African American (170:157)	✓	✓	98%	✓	152	114		
Hispanic or Latino (509:475)	✓	✓	99%	✓	156	117		
Asian or Native Hawaiian/Other Pacific Islander (248:239)	✓	✓	99%	✓	175	115		
White (4192:4108)	✓	✓	99%	✓	167	120		
Other Groups								
Students with Disabilities ⁴ (885:830)	✓ ^{SH}	✓	96%	✓ ^{SH}	99	118	99	109
Limited English Proficient (122:96)	✓	✓	98%	✓	158	112		
Economically Disadvantaged (970:915)	✓	✓	99%	✓	150	118		
Final AYP Determination	✓ 8 of 8							

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (5109:4957)	✓	✓	99%	✓	170	84	
Ethnicity							
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–
Black or African American (172:156)	✓	✓	99%	✓	151	78	
Hispanic or Latino (504:465)	✓	✓	99%	✓	155	81	
Asian or Native Hawaiian/Other Pacific Islander (246:239)	✓	✓	100%	✓	177	79	
White (4181:4091)	✓	✓	99%	✓	172	84	
Other Groups							
Students with Disabilities ⁴ (890:841)	✓	✓	97%	✓	105	82	
Limited English Proficient (114:97)	✓	✓	99%	✓	106	76	
Economically Disadvantaged (965:899)	✓	✓	99%	✓	148	82	
Final AYP Determination	✓ 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status
for This Subject
(2006–07)

Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on
elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target	
								2005–06	2006–07
All Students (1768:1670)	✓	Qualified	✓	97%	✓	187	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (51:41)		Qualified	✓	90%	✓	178	100		
Hispanic or Latino (171:153)		Qualified	✓	96%	✓	177	100		
Asian or Native Hawaiian/Other Pacific Islander (100:94)		Qualified	✓	98%	✓	191	100		
White (1446:1382)		Qualified	✓	97%	✓	188	100		
Other Groups									
Students with Disabilities (314:277)		Qualified	✓	91%	✓	155	100		
Limited English Proficient (51:44)		Qualified	✓	96%	✓	164	100		
Economically Disadvantaged (313:276)		Qualified	✓	95%	✓	176	100		
Final AYP Determination	✓ 1 of 1								

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

5 of 6

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (846:811)	✓	✓	97%	✓	179	150		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (29:30)	✓	–	–	✓	183	137		
Hispanic or Latino (54:53)	✓	✓	96%	✓	160	141		
Asian or Native Hawaiian/Other Pacific Islander (21:20)	–	–	–	–	–	–	–	–
White (742:708)	✓	✓	97%	✓	181	150		
Other Groups								
Students with Disabilities (191:88)	✗	✗	89%	✗	111	143	115	120
Limited English Proficient (12:11)	–	–	–	–	–	–	–	–
Economically Disadvantaged (86:87)	✓	✓	97%	✓	163	143		
Final AYP Determination	✗ 5 of 6							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

5 of 6

Student groups making AYP in Mathematics



Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (846:811)	✓	✓	98%	✓	179	142		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (29:30)	✓	–	–	✓	170	129		
Hispanic or Latino (54:53)	✓	✓	100%	✓	172	133		
Asian or Native Hawaiian/Other Pacific Islander (21:20)	–	–	–	–	–	–	–	–
White (742:708)	✓	✓	98%	✓	181	142		
Other Groups								
Students with Disabilities (191:88)	✗	✗	92%	✗	109	135	124	118
Limited English Proficient (12:11)	–	–	–	–	–	–	–	–
Economically Disadvantaged (86:87)	✓	✓	100%	✓	172	135		
Final AYP Determination	✗ 5 of 6							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.


³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (768)			89%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (13)		–	–	–	–
Hispanic or Latino (57)			72%	55%	
Asian or Native Hawaiian/Other Pacific Islander (26)		–	–	–	–
White (672)			91%	55%	
Other Groups					
Students with Disabilities (92)			75%	55%	
Limited English Proficient (16)		–	–	–	–
Economically Disadvantaged (61)			87%	55%	
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3

School Accountability Status

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District







This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status	New York State Status
<div><div></div> Good Standing</div>	
13 schools identified 93% of total	
BICYCLE PATH PRE-K CENTER	
CENTEREACH HIGH SCHOOL	
DAWNWOOD MIDDLE SCHOOL	
EUGENE AUER MEMORIAL SCHOOL	
HAWKINS PATH SCHOOL	
HOLBROOK ROAD SCHOOL	
JERICHO ELEMENTARY SCHOOL	
NEWFIELD HIGH SCHOOL	
NORTH COLEMAN ROAD SCHOOL	
OXHEAD ROAD SCHOOL	
SELDEN MIDDLE SCHOOL	
STAGECOACH SCHOOL	
UNITY DRIVE PRE-K CENTER	
<div><div></div> Requiring Academic Progress (Year 1)</div>	
1 school identified 7% of total	
NEW LANE MEMORIAL ELEMENTARY SCHOOL	


District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	68%			801
Grade 4	80%			853
Grade 5	72%			784
Grade 6	73%			828
Grade 7	67%			822
Grade 8	66%			823


Mathematics

Grade 3	82%		817
Grade 4	83%		878
Grade 5	75%		797
Grade 6	75%		850
Grade 7	72%		837
Grade 8	68%		839

Science

Grade 4	92%		877
Grade 8	79%		696

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	82%			876
Mathematics	82%			876

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	87%			876

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

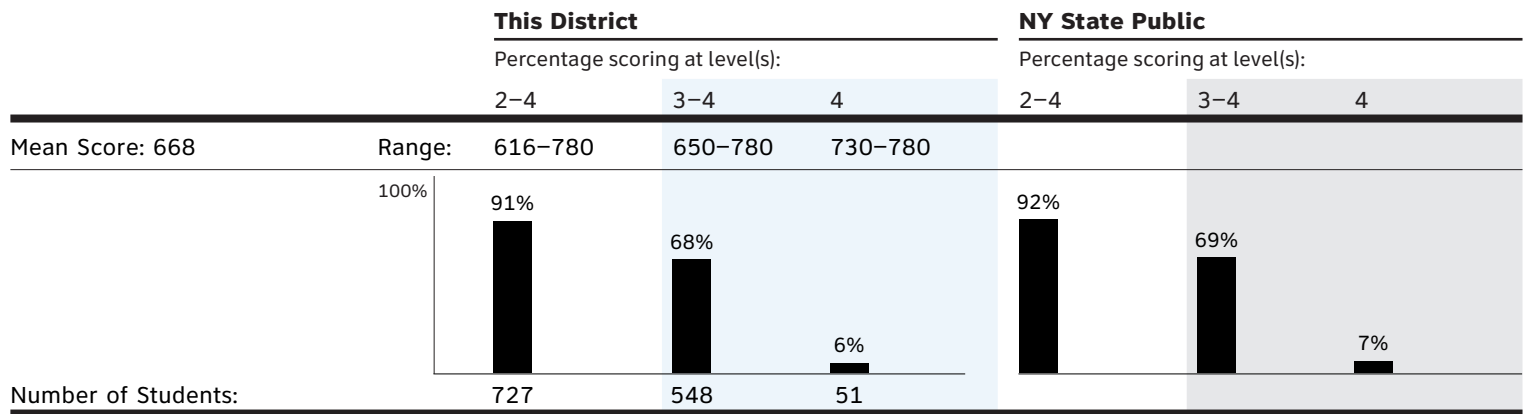
This District's N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	801	91%	68%	6%				
Female	377	94%	75%	10%				
Male	424	88%	62%	3%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	29	—	—	—				
Hispanic or Latino	62	82%	63%	2%				
Asian or Native Hawaiian/Other Pacific Islander	31	94%	74%	6%				
White	678	92%	69%	7%	This test was not given in 2004-05.			
Small Group Totals	30	83%	60%	10%				
General-Education Students	670	97%	78%	8%				
Students with Disabilities	131	60%	19%	0%				
English Proficient	800	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	151	82%	58%	3%				
Not Disadvantaged	650	93%	71%	7%				
Migrant								
Not Migrant	801	91%	68%	6%				

NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

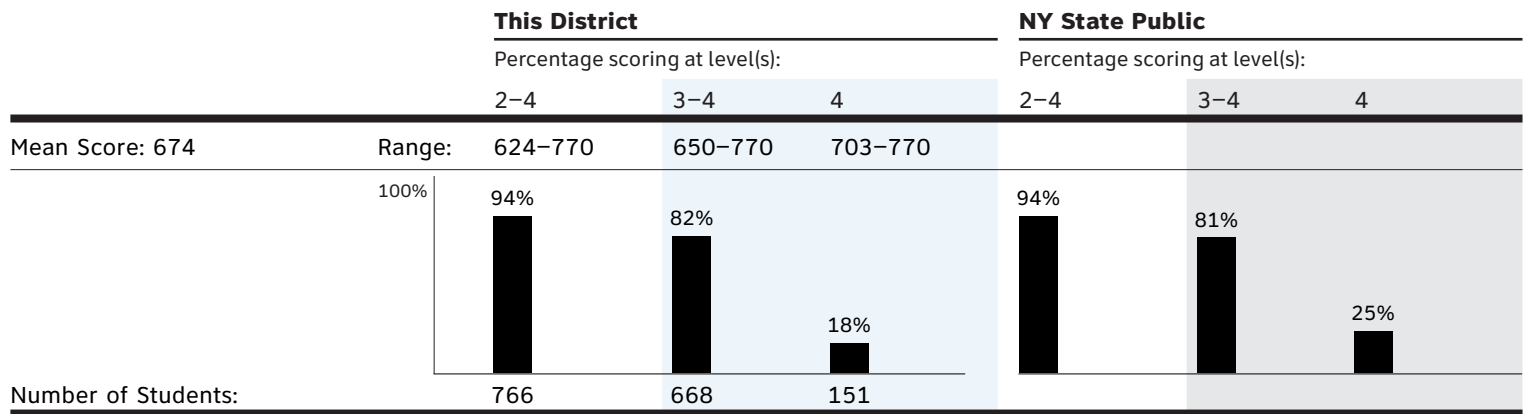
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	11	10	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	817	94%	82%	18%				
Female	380	94%	82%	18%				
Male	437	94%	82%	19%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	28	—	—	—				
Hispanic or Latino	78	87%	67%	12%				
Asian or Native Hawaiian/Other Pacific Islander	34	91%	88%	26%				
White	676	95%	83%	19%	This test was not given in 2004-05.			
Small Group Totals	29	90%	76%	14%				
General-Education Students	680	96%	88%	22%				
Students with Disabilities	137	80%	51%	2%				
English Proficient	793	95%	84%	19%				
Limited English Proficient	24	63%	17%	4%				
Economically Disadvantaged	156	88%	69%	15%				
Not Disadvantaged	661	95%	85%	19%				
Migrant								
Not Migrant	817	94%	82%	18%				

NOTES

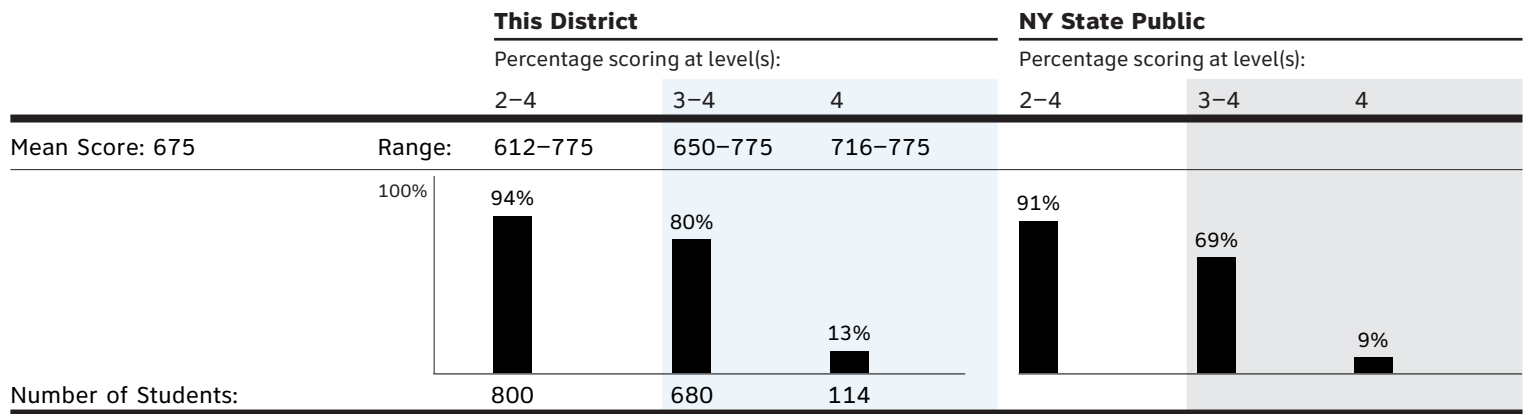
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	6	3	This test was not given in 2004-05.			

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	853	94%	80%	13%				
Female	422	95%	83%	16%				
Male	431	93%	77%	11%				
American Indian or Alaska Native								
Black or African American	19	100%	79%	16%				
Hispanic or Latino	75	85%	67%	15%				
Asian or Native Hawaiian/Other Pacific Islander	56	96%	80%	21%				
White	703	94%	81%	13%				
Small Group Totals								
General-Education Students	702	100%	91%	16%				
Students with Disabilities	151	67%	28%	0%				
English Proficient	852	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	136	88%	68%	9%				
Not Disadvantaged	717	95%	82%	14%				
Migrant								
Not Migrant	853	94%	80%	13%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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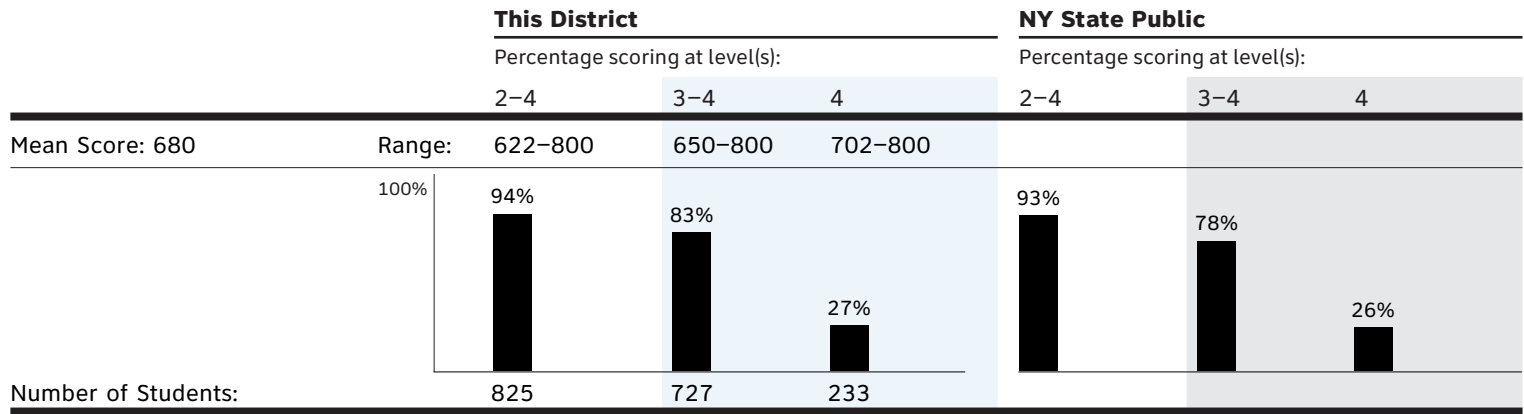
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	3	3	6	6	4	1
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	34	31	30	N/A	14	12	9	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	878	94%	83%	27%				
Female	434	93%	82%	25%				
Male	444	95%	84%	28%				
American Indian or Alaska Native								
Black or African American	18	89%	78%	17%				
Hispanic or Latino	88	88%	72%	19%				
Asian or Native Hawaiian/Other Pacific Islander	64	97%	86%	39%				
White	708	95%	84%	27%				
Small Group Totals								
General-Education Students	718	99%	92%	32%				
Students with Disabilities	160	71%	42%	4%				
English Proficient	845	94%	84%	27%				
Limited English Proficient	33	82%	55%	15%				
Economically Disadvantaged	147	86%	62%	18%				
Not Disadvantaged	731	95%	87%	28%				
Migrant								
Not Migrant	878	94%	83%	27%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

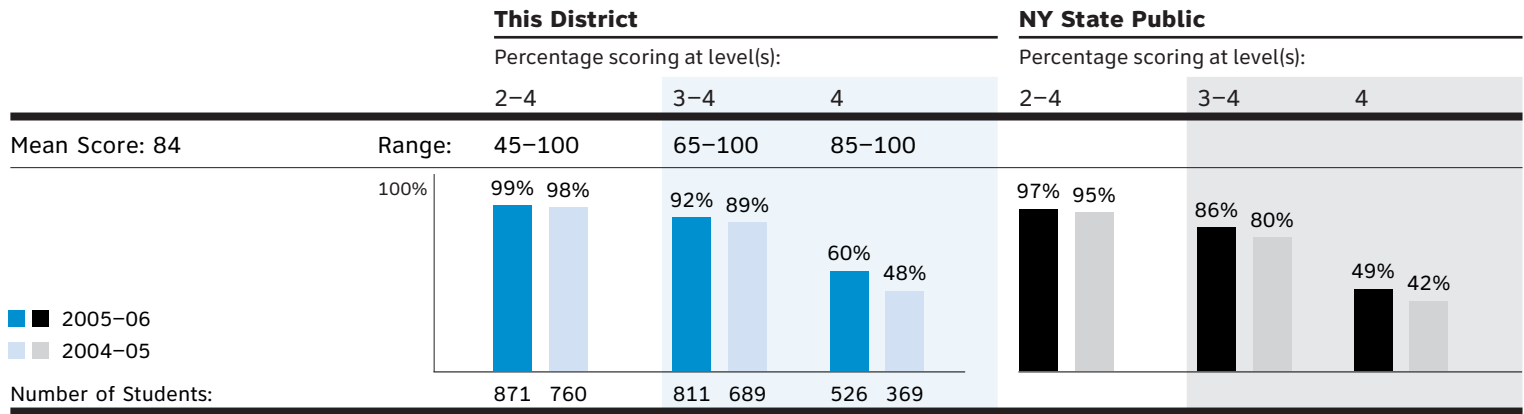
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	7	5	2	2

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	877	99%	92%	60%	774	98%	89%	48%
Female	430	99%	93%	63%	372	99%	91%	47%
Male	447	100%	92%	57%	402	97%	88%	48%
American Indian or Alaska Native					4	—	—	—
Black or African American	18	100%	94%	61%	25	—	—	—
Hispanic or Latino	89	99%	87%	47%	72	96%	78%	25%
Asian or Native Hawaiian/Other Pacific Islander	64	100%	91%	55%	39	95%	87%	56%
White	706	99%	93%	62%	634	99%	90%	51%
Small Group Totals					29	100%	90%	28%
General-Education Students	718	100%	96%	68%	614	99%	94%	56%
Students with Disabilities	159	96%	75%	22%	160	94%	69%	16%
English Proficient	843	99%	94%	61%	761	99%	90%	48%
Limited English Proficient	34	100%	65%	24%	13	77%	38%	15%
Economically Disadvantaged	143	99%	86%	40%	136	94%	79%	30%
Not Disadvantaged	734	99%	94%	64%	638	99%	91%	51%
Migrant								
Not Migrant	877	99%	92%	60%	774	98%	89%	48%

NOTES

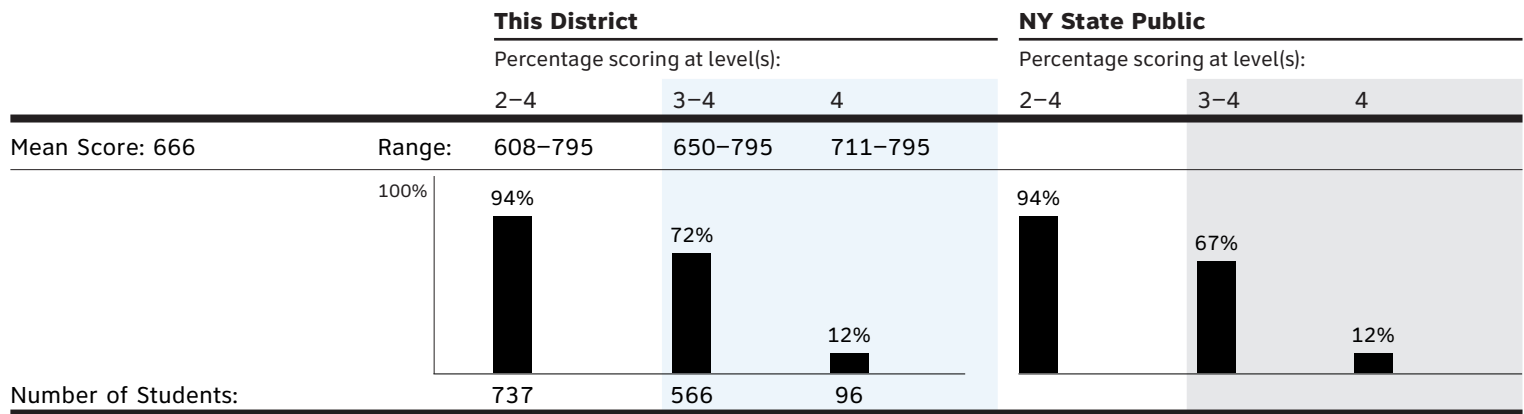
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	4	3	2	7	6	5	3

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	784	94%	72%	12%				
Female	379	97%	77%	14%				
Male	405	91%	68%	11%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	25	—	—	—				
Hispanic or Latino	79	90%	62%	5%				
Asian or Native Hawaiian/Other Pacific Islander	39	95%	79%	13%				
White	640	94%	73%	14%	This test was not given in 2004-05.			
Small Group Totals	26	96%	65%	0%				
General-Education Students	617	100%	86%	15%				
Students with Disabilities	167	72%	22%	2%				
English Proficient	782	—	—	—				
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	146	88%	52%	8%				
Not Disadvantaged	638	95%	77%	13%				
Migrant								
Not Migrant	784	94%	72%	12%				

NOTES

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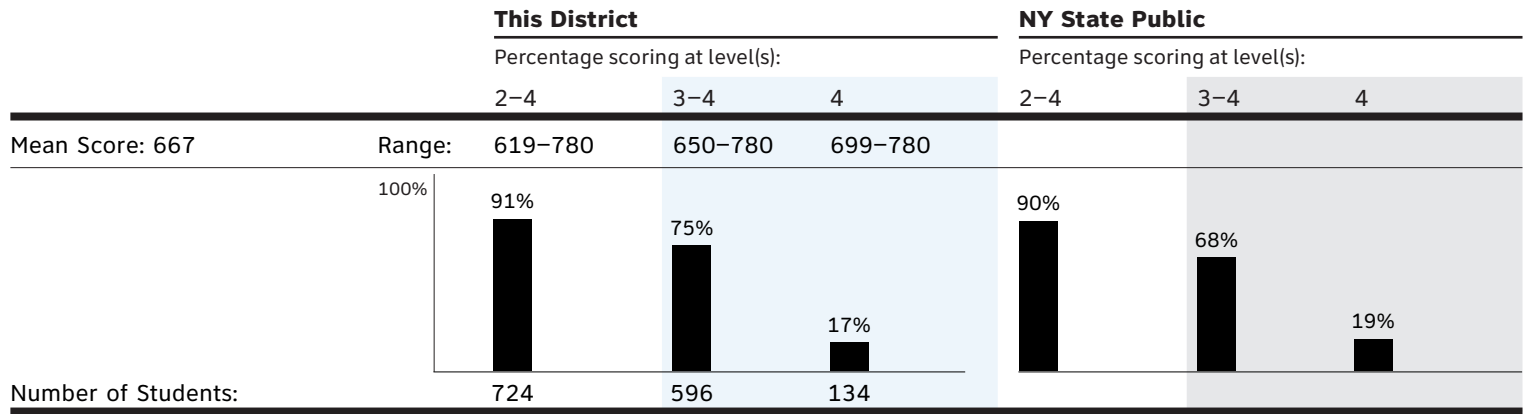
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	6	4	3	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	16	14	14	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	797	91%	75%	17%				
Female	381	91%	72%	14%				
Male	416	90%	77%	19%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	27	—	—	—				
Hispanic or Latino	89	88%	66%	11%				
Asian or Native Hawaiian/Other Pacific Islander	40	90%	83%	25%				
White	640	92%	76%	18%	This test was not given in 2004-05.			
Small Group Totals	28	79%	64%	7%				
General-Education Students	627	98%	86%	21%				
Students with Disabilities	170	64%	34%	0%				
English Proficient	782	91%	75%	17%				
Limited English Proficient	15	67%	53%	13%				
Economically Disadvantaged	154	79%	55%	8%				
Not Disadvantaged	643	94%	79%	19%				
Migrant								
Not Migrant	797	91%	75%	17%				

NOTES

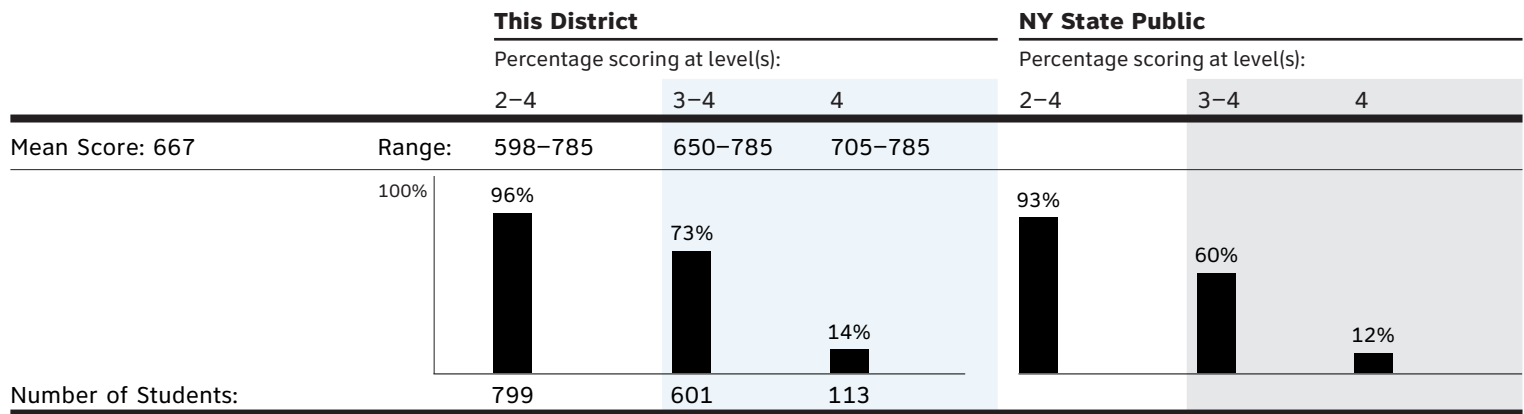
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	7	5	4	This test was not given in 2004-05.			

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	828	96%	73%	14%				
Female	408	98%	73%	18%				
Male	420	95%	72%	9%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	30	—	—	—				
Hispanic or Latino	65	95%	71%	5%				
Asian or Native Hawaiian/Other Pacific Islander	39	95%	82%	23%				
White	693	97%	73%	14%	This test was not given in 2004-05.			
Small Group Totals	31	90%	48%	6%				
General-Education Students	706	99%	82%	16%				
Students with Disabilities	122	80%	20%	2%				
English Proficient	828	96%	73%	14%				
Limited English Proficient								
Economically Disadvantaged	166	95%	61%	8%				
Not Disadvantaged	662	97%	75%	15%				
Migrant								
Not Migrant	828	96%	73%	14%				

NOTES

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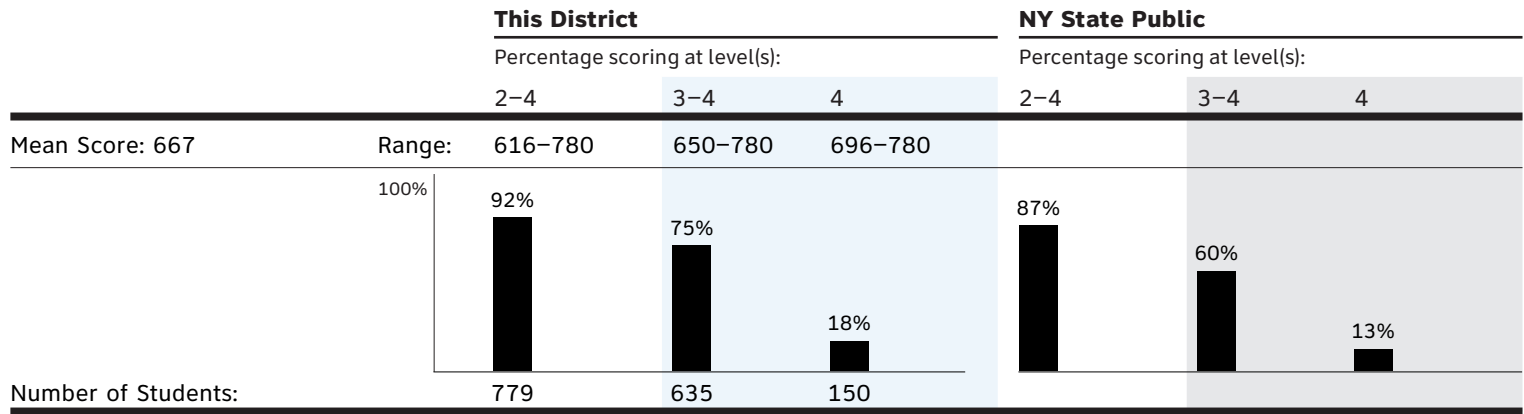
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	9	9	8	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	11	7	6	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	850	92%	75%	18%				
Female	417	91%	74%	17%				
Male	433	92%	76%	19%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	30	—	—	—				
Hispanic or Latino	78	86%	63%	10%				
Asian or Native Hawaiian/Other Pacific Islander	42	93%	83%	38%				
White	699	93%	76%	18%	This test was not given in 2004-05.			
Small Group Totals	31	81%	55%	6%				
General-Education Students	717	98%	84%	21%				
Students with Disabilities	133	59%	23%	0%				
English Proficient	839	92%	76%	18%				
Limited English Proficient	11	36%	9%	0%				
Economically Disadvantaged	178	84%	66%	13%				
Not Disadvantaged	672	94%	77%	19%				
Migrant								
Not Migrant	850	92%	75%	18%				

NOTES

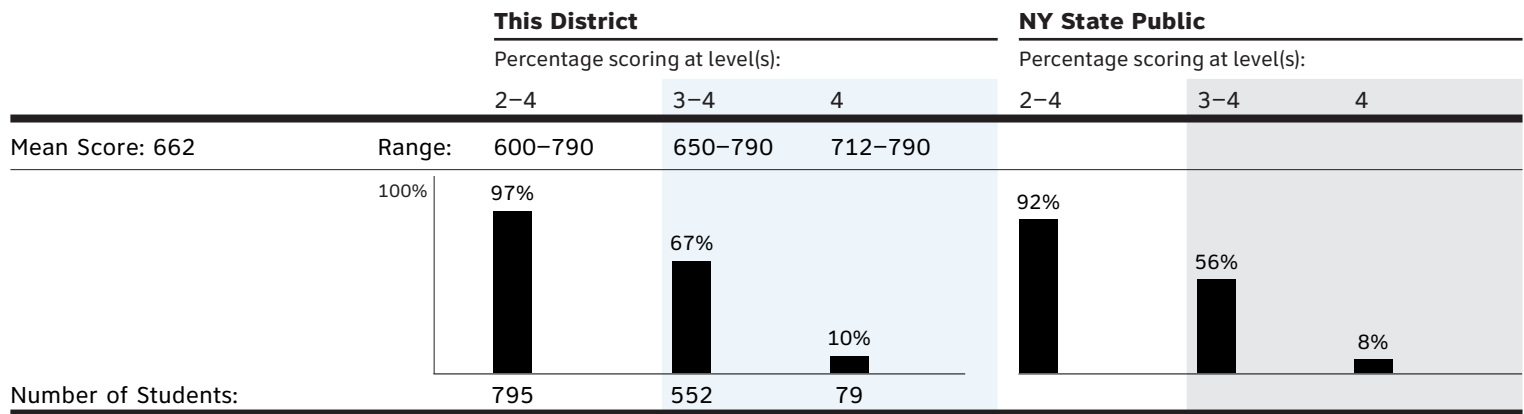
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	8	8	7	4	This test was not given in 2004-05.			

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	822	97%	67%	10%				
Female	377	97%	71%	11%				
Male	445	96%	64%	9%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	31	90%	58%	0%				
Hispanic or Latino	72	99%	68%	10%				
Asian or Native Hawaiian/Other Pacific Islander	28	—	—	—				
White	688	97%	67%	10%	This test was not given in 2004-05.			
Small Group Totals	31	100%	81%	10%				
General-Education Students	721	99%	74%	11%				
Students with Disabilities	101	79%	15%	0%				
English Proficient	822	97%	67%	10%				
Limited English Proficient								
Economically Disadvantaged	140	94%	50%	3%				
Not Disadvantaged	682	97%	71%	11%				
Migrant								
Not Migrant	822	97%	67%	10%				

NOTES

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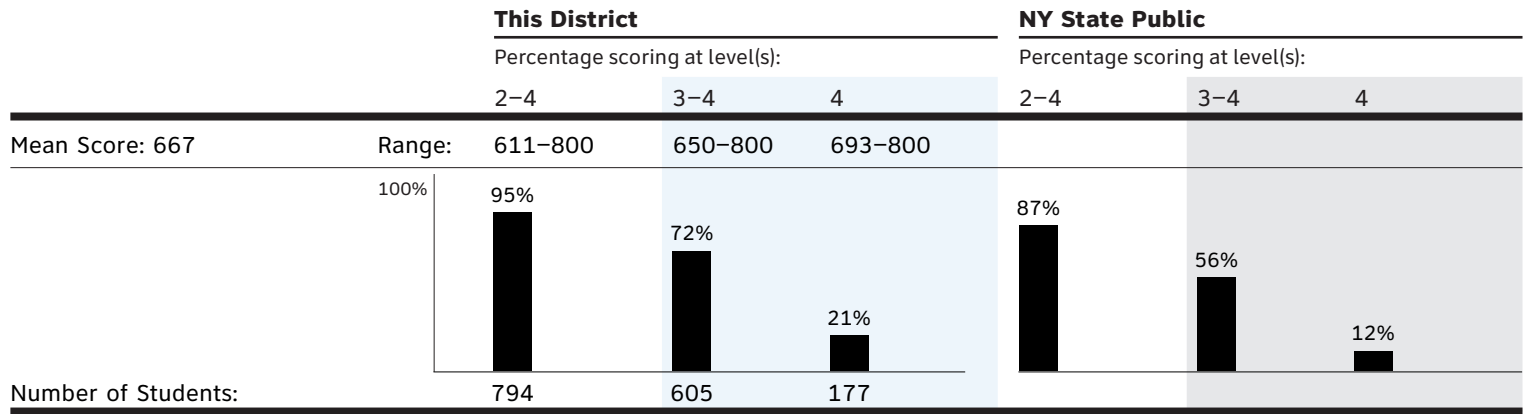
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	8	7	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	15	13	10	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	837	95%	72%	21%				
Female	383	96%	73%	21%				
Male	454	94%	72%	21%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	33	91%	61%	12%				
Hispanic or Latino	84	88%	62%	11%				
Asian or Native Hawaiian/Other Pacific Islander	30	—	—	—				
White	687	96%	74%	22%	This test was not given in 2004-05.			
Small Group Totals	33	97%	82%	33%				
General-Education Students	733	98%	80%	24%				
Students with Disabilities	104	72%	14%	0%				
English Proficient	823	96%	73%	22%				
Limited English Proficient	14	50%	14%	0%				
Economically Disadvantaged	157	87%	54%	8%				
Not Disadvantaged	680	97%	76%	24%				
Migrant								
Not Migrant	837	95%	72%	21%				

NOTES

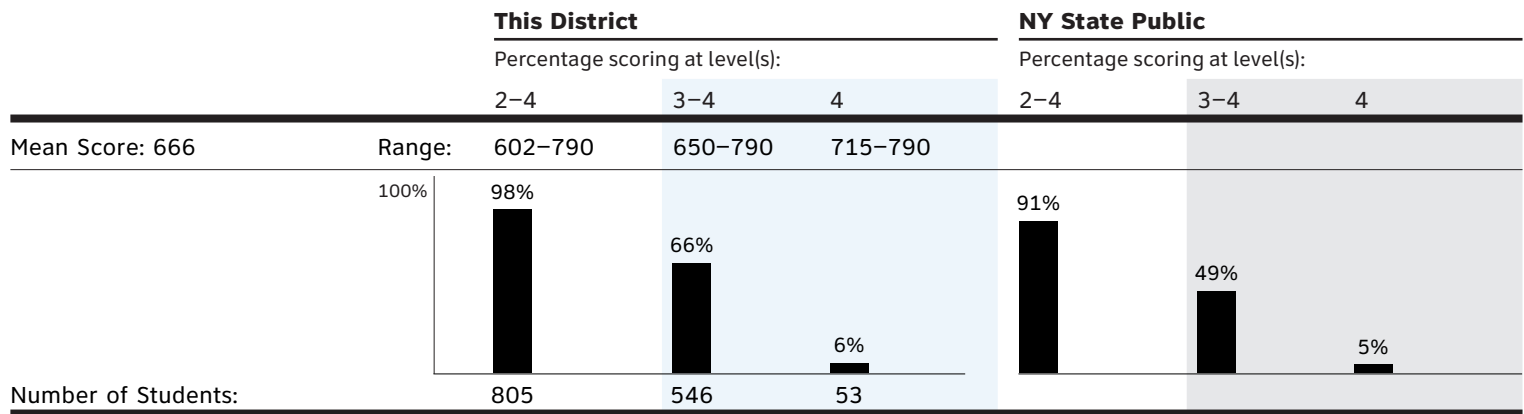
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	8	8	6	This test was not given in 2004-05.			

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	823	98%	66%	6%				
Female	422	99%	74%	8%				
Male	401	97%	58%	4%				
American Indian or Alaska Native								
Black or African American	28	96%	57%	4%				
Hispanic or Latino	70	96%	57%	1%				
Asian or Native Hawaiian/Other Pacific Islander	27	100%	89%	11%				
White	698	98%	67%	7%				
Small Group Totals								
General-Education Students	713	100%	74%	7%				
Students with Disabilities	110	85%	15%	1%				
English Proficient	822	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	145	95%	59%	3%				
Not Disadvantaged	678	98%	68%	7%				
Migrant								
Not Migrant	823	98%	66%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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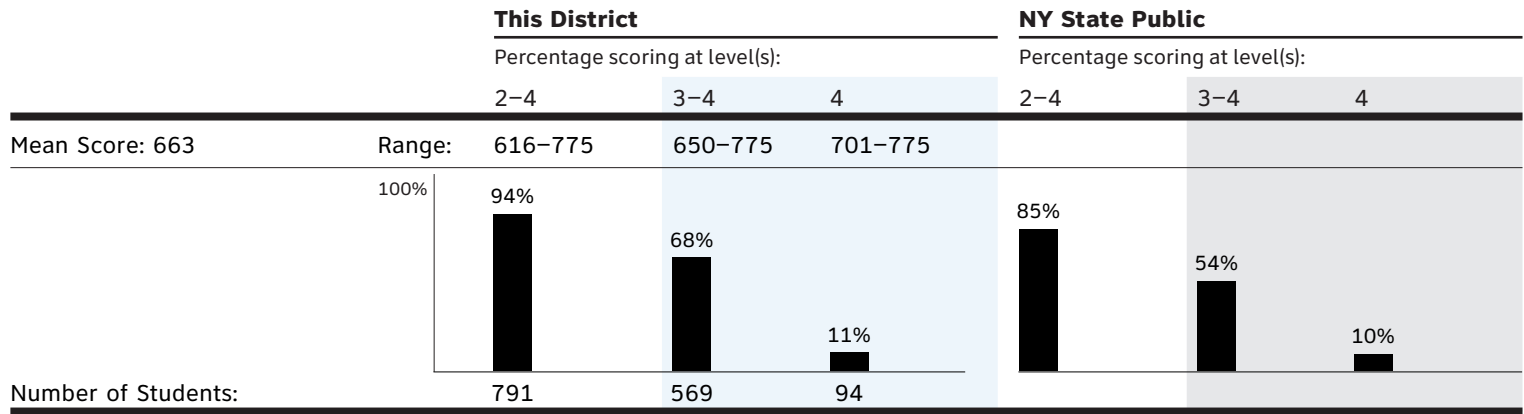
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	15	13	9	9	7	7	3
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	15	15	15	N/A	15	14	13	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	839	94%	68%	11%				
Female	432	94%	70%	12%				
Male	407	95%	66%	10%				
American Indian or Alaska Native								
Black or African American	30	93%	50%	0%				
Hispanic or Latino	74	89%	57%	8%				
Asian or Native Hawaiian/Other Pacific Islander	33	97%	79%	21%				
White	702	95%	69%	12%				
Small Group Totals								
General-Education Students	728	98%	76%	13%				
Students with Disabilities	111	69%	13%	0%				
English Proficient	823	95%	69%	11%				
Limited English Proficient	16	75%	31%	0%				
Economically Disadvantaged	155	87%	54%	6%				
Not Disadvantaged	684	96%	71%	12%				
Migrant								
Not Migrant	839	94%	68%	11%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

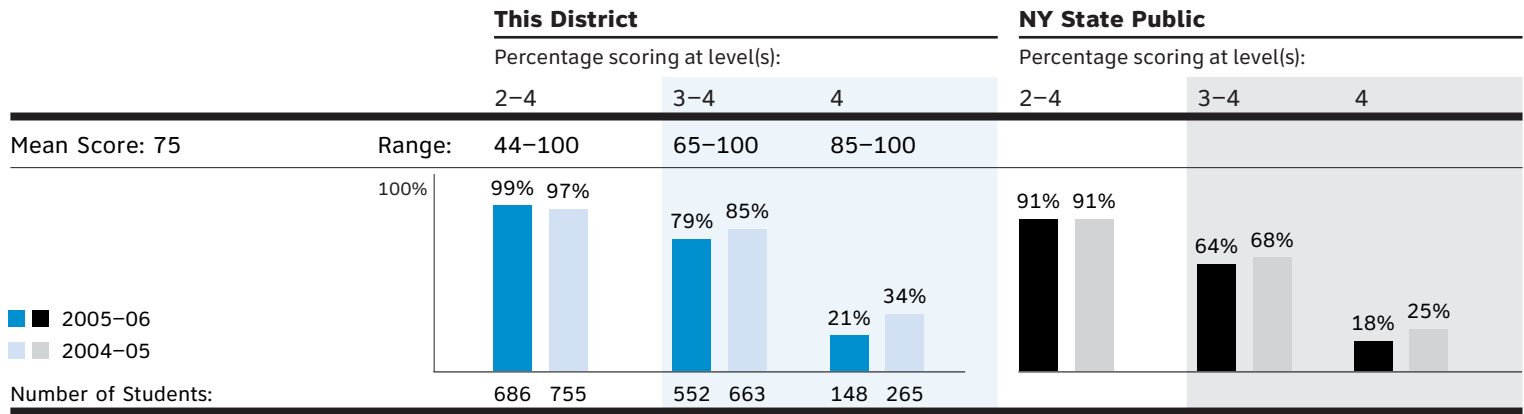
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	16	15	8	10	10	7	5

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	696	99%	79%	21%	776	97%	85%	34%
Female	351	98%	78%	18%	377	98%	85%	29%
Male	345	99%	80%	25%	399	96%	86%	39%
American Indian or Alaska Native					4	—	—	—
Black or African American	28	96%	61%	11%	32	—	—	—
Hispanic or Latino	68	96%	71%	12%	71	97%	82%	25%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	92%	38%	32	97%	81%	44%
White	574	99%	81%	22%	637	98%	88%	35%
Small Group Totals					36	89%	53%	25%
General-Education Students	591	100%	87%	24%	662	99%	93%	40%
Students with Disabilities	105	91%	37%	6%	114	87%	44%	3%
English Proficient	681	99%	80%	22%	762	98%	86%	35%
Limited English Proficient	15	93%	67%	0%	14	86%	43%	7%
Economically Disadvantaged	142	96%	70%	20%	131	93%	71%	28%
Not Disadvantaged	554	99%	82%	21%	645	98%	88%	35%
Migrant								
Not Migrant	696	99%	79%	21%	776	97%	85%	34%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	15	14	7	9	9	5	4
Regents Science	124	124	124	83	102	102	102	80

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

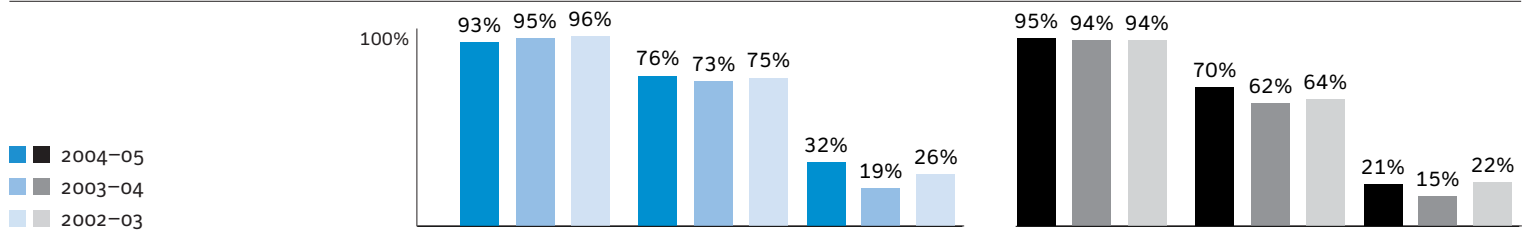
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	56	133	334	251	774	673
Feb 2004	38	188	458	159	843	664
Feb 2003	35	178	409	215	837	667

Grade 8

This School

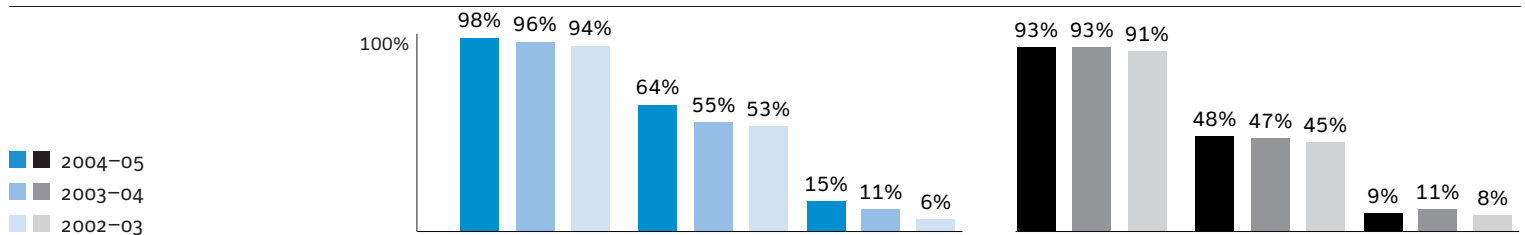
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	19	290	427	131	867	710
Jan 2004	34	381	411	102	928	703
Jan 2003	52	357	405	48	862	695

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

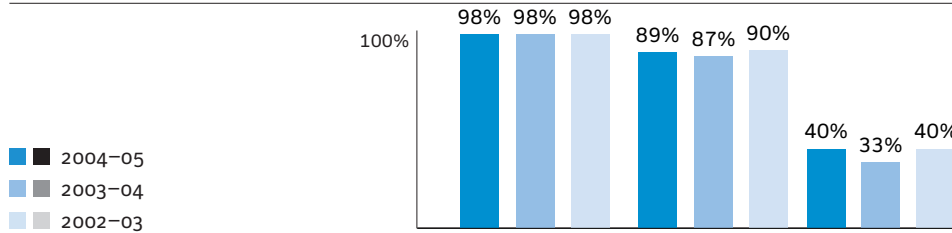
Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

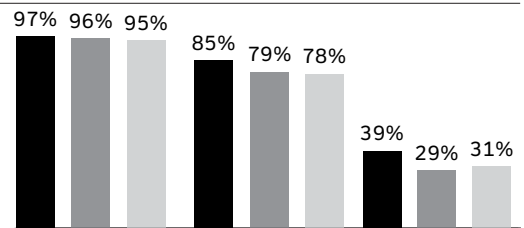
2-4 3-4 4
Range: 602-810 637-810 678-810



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

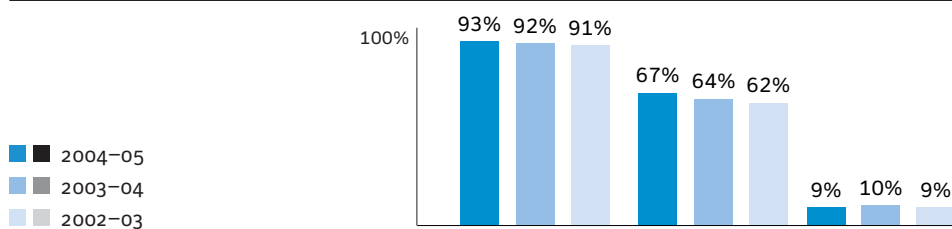
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	19	63	382	314	778	672
May 2004	17	98	462	288	865	666
May 2003	19	68	419	333	839	670

Grade 8

This School

Percentage scoring at level(s):

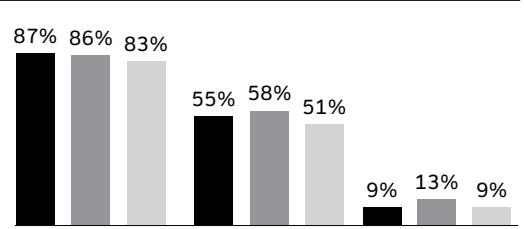
2-4 3-4 4
Range: 681-882 716-882 760-882



NY State Public

Percentage scoring at level(s):

2-4 3-4 4

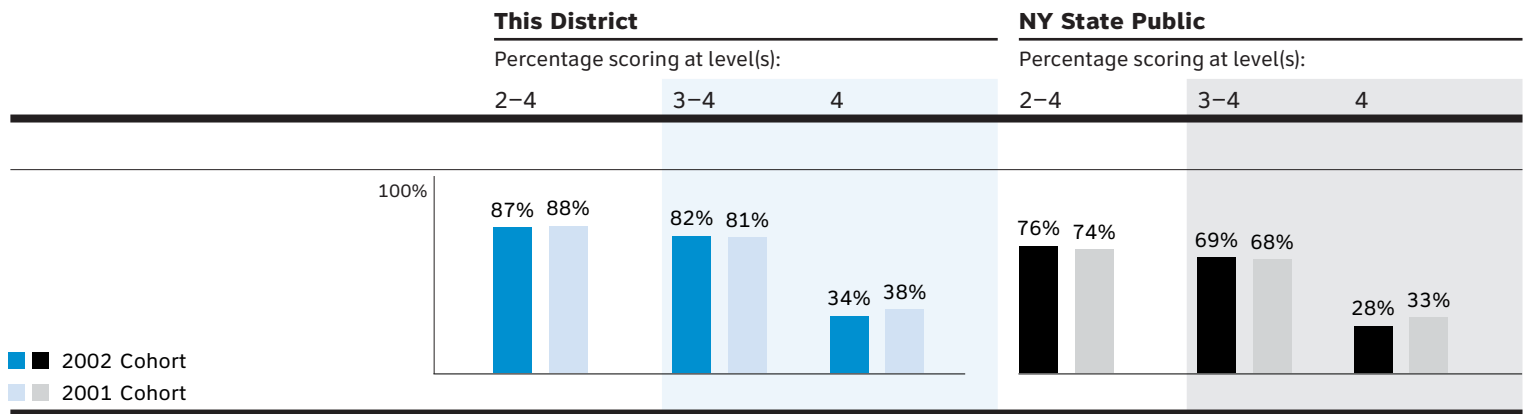


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	63	234	518	83	898	725
May 2004	73	266	509	94	942	722
May 2003	79	246	458	80	863	722

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	876	87%	82%	34%	795	88%	81%	38%
Female	415	93%	88%	42%	397	90%	84%	47%
Male	461	82%	77%	27%	398	86%	77%	30%
American Indian or Alaska Native	1	—	—	—				
Black or African American	35	89%	86%	17%	15	67%	67%	13%
Hispanic or Latino	65	75%	69%	18%	59	75%	63%	25%
Asian or Native Hawaiian/Other Pacific Islander	25	—	—	—	28	96%	82%	54%
White	750	88%	83%	37%	693	89%	83%	39%
Small Group Totals	26	85%	73%	35%				
General-Education Students	776	92%	89%	39%	687	93%	89%	44%
Students with Disabilities	100	53%	33%	2%	108	55%	31%	2%
English Proficient	861	88%	83%	35%	778	89%	82%	39%
Limited English Proficient	15	67%	47%	0%	17	59%	24%	12%
Economically Disadvantaged	97	84%	70%	24%				
Not Disadvantaged	779	88%	84%	36%				
Migrant								
Not Migrant	876	87%	82%	34%				

NOTES

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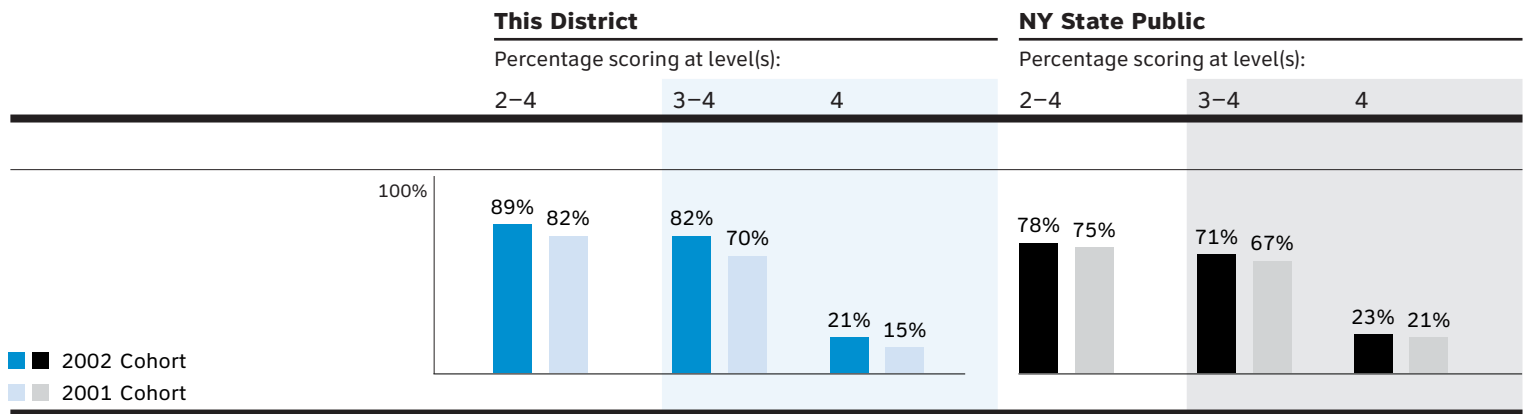
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	—	—	—	1	—	—	—

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	876	89%	82%	21%	795	82%	70%	15%
Female	415	92%	85%	21%	397	83%	72%	15%
Male	461	85%	79%	21%	398	81%	69%	15%
American Indian or Alaska Native	1	—	—	—				
Black or African American	35	80%	74%	9%	15	60%	53%	0%
Hispanic or Latino	65	80%	77%	18%	59	69%	63%	7%
Asian or Native Hawaiian/Other Pacific Islander	25	—	—	—	28	100%	86%	36%
White	750	90%	83%	21%	693	83%	71%	15%
Small Group Totals	26	77%	73%	35%				
General-Education Students	776	93%	89%	24%	687	88%	77%	17%
Students with Disabilities	100	53%	31%	2%	108	44%	30%	3%
English Proficient	861	89%	82%	21%	778	83%	71%	15%
Limited English Proficient	15	73%	60%	7%	17	59%	35%	0%
Economically Disadvantaged	97	90%	79%	14%				
Not Disadvantaged	779	89%	82%	22%				
Migrant								
Not Migrant	876	89%	82%	21%				

NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	—	—	—	2	—	—	—

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

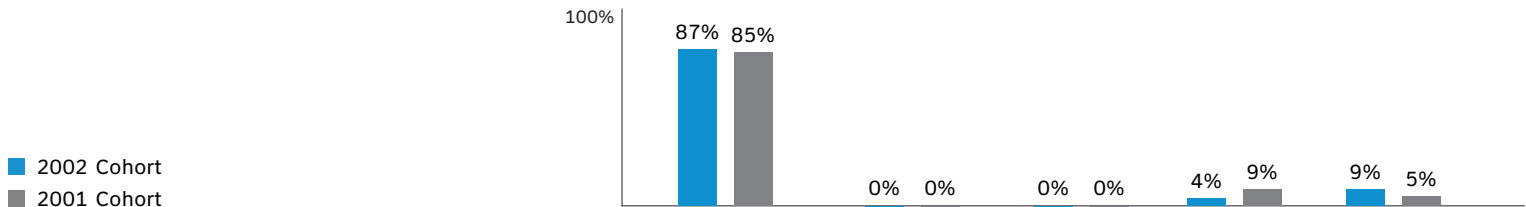
District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	876	87%	0%	0%	4%	9%
	2001	795	85%	0%	0%	9%	5%
Female	2002	415	91%	0%	0%	3%	5%
	2001	397	89%	1%	0%	7%	4%
Male	2002	461	83%	0%	0%	5%	12%
	2001	398	82%	0%	1%	11%	6%
American Indian or Alaska Native	2002	1	—	—	—	—	—
Black or African American	2002	35	86%	0%	0%	6%	9%
	2001	15	73%	0%	0%	7%	20%
Hispanic or Latino	2002	65	75%	0%	0%	5%	20%
	2001	59	68%	2%	0%	20%	10%
Asian or Native Hawaiian/Other Pacific Islander	2002	25	—	—	—	—	—
	2001	28	93%	0%	0%	7%	0%
White	2002	750	89%	0%	0%	4%	7%
	2001	693	87%	0%	0%	8%	4%
Small Group Totals	2002	26	73%	0%	0%	0%	27%
General-Education Students	2002	776	90%	0%	0%	2%	7%
	2001	687	89%	0%	0%	7%	4%
Students with Disabilities	2002	100	61%	0%	2%	17%	20%
	2001	108	63%	3%	2%	23%	9%
English Proficient	2002	861	87%	0%	0%	4%	8%
	2001	778	87%	0%	0%	8%	5%
Limited English Proficient	2002	15	60%	0%	0%	13%	27%
	2001	17	35%	0%	0%	53%	12%
Economically Disadvantaged	2002	97	81%	0%	0%	9%	9%
Not Disadvantaged	2002	779	88%	0%	0%	3%	9%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	876	87%	0%	0%	4%	9%

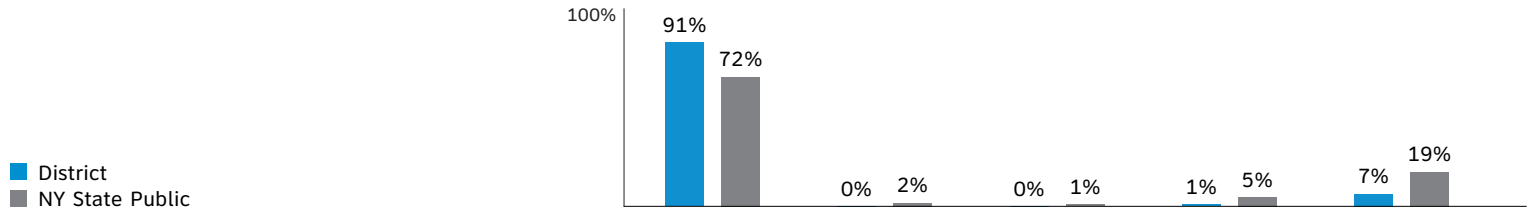
NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	793	91%	0%	0%	1%	7%
Female	393	93%	1%	0%	1%	5%
Male	400	90%	0%	1%	2%	9%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	16	69%	0%	0%	6%	25%
Hispanic or Latino	61	77%	2%	0%	2%	20%
Asian or Native Hawaiian/Other Pacific Islander	28	96%	0%	0%	0%	4%
White	688	93%	0%	0%	1%	6%
Small Group Totals						
General-Education Students	693	93%	0%	0%	0%	6%
Students with Disabilities	100	78%	3%	2%	5%	12%
English Proficient	777	92%	0%	0%	1%	6%
Limited English Proficient	16	63%	0%	0%	6%	31%
Economically Disadvantaged	62	95%	0%	0%	0%	5%
Not Disadvantaged	731	91%	0%	0%	1%	7%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	793	91%	0%	0%	1%	7%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.